

Workmentor

A training pack for mentors in the workplace

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PART 1 - What is Mentoring?

Purpose of the unit

Aim

The aim is to introduce the process and concept of mentoring and how it can be applied in the workplace.

The objectives

At the end of the module the participant will be able to:

- Define mentoring.
- Describe the benefits of mentoring to the employer, the learner and institution.
- Compare and distinguish the act of mentoring from other training methods.
- Identify the barriers to mentoring in the workplace.
- Recognise the limitations and boundaries within which the participants need to operate.
- Define the protocols and conditions necessary for a successful mentoring.
- Understand the importance of an agreed framework within which the mentoring relationship will take place.

What is mentoring?

Definitions

“Mentoring is a means of transmitting knowledge, experience, support, skills or guidance from one age group to another or from one individual to another. It assumes a relationship of trust and commitment on the part of mentors and mentees” (*The Divert Trust*).

National Mentoring Network definitions:

“... experienced and trusted adviser...” (*Oxford Dictionary*);

“... off-line help by one person to another in making significant transitions in knowledge, work or thinking” (*Meggison and Clutterbuck*);

“... support, assistance, advocacy or guidance given by one person to another in order to achieve an objective or several objectives over a period of time” (*SOVA*);

“The support of one individual by another within a personal relationship developed through regular contact over a period of time” (*Pan London Standard*);

“... a process by which an older and more experienced person takes a younger person under his/her wing, freely offering advice, support and encouragement. The older person (mentor) becomes, among other things, a role model who inspires the younger person (the mentee)” (*North London College*);

“a mentor is that person who achieves a one-to-one developmental relationship with a learner; and one whom the learner identifies as having enabled personal growth to take place” (*Bennets*);

“... mentoring is not about two people having a conversation. It is a structured process that gives the mentee an agreed period of ‘unconditional time and space’ to talk through issues, ideas and situations that are unique to them. It also provides an opportunity for constructive reflection with someone who will be open and honest with you.”

Mentors

The term “Mentor” originated from “The Odyssey” by Homer. Odysseus chose a “Mentor” (the goddess Athene) to protect and advise his son Telemachus.

“... people who through their actions and work, help others to achieve their potential” (Shea, GF);

“... someone who helps another person on a one-to-one basis, usually younger, through an important transition...” (*The Divert Trust*);

“... many things – a positive role model, an adviser, an experienced friend. Somebody from outside a person’s immediate circle, taking a special interest, can make an enormous difference.” (*Excellence in Schools 1997*).

Typically, mentoring refers to a one-to-one or a small group relationship that involves sharing and positive models from mentors. The variety of possible environments where it can be used includes education, training, work and social institutions (Young & Wright, 2001). Lacey (2001) describes several mentoring types: 1. mentoring one-to-one – a mentor works with a mentee; 2. Group Mentoring – mentor works with a group of mentees at the same time; 3. mentors from within the institution – mentors of the institution give support to mentees of the same institution; 4. Mentors out of the institution – mentors from the community support mentees from the institution that implements the mentoring.

E-Mentoring

Traditionally, mentoring projects have provided the opportunity for mentors and mentees to meet on a face-to-face basis. Although there are considerable advantages to this approach, there are also certain drawbacks. For example, mentors are not always available when the mentee wants to meet them.

Some projects are using e-mail as an extension to face-to-face schemes. Others are using the benefits of this technology to attract additional mentors, improve the flexibility of the scheme or develop mentees’ computer skills.

E-mentoring has been defined as ‘an interactive learning process by which one person assists another to grow and learn in a safe and supportive relationship using electronic communication’. (Kim Langridge, 2004). It has also been described simply as ‘mentoring by e-mail’.

Single and Muller (2001) describe it as “a relationship that is established between a more senior individual (mentor) and a lesser skilled or experienced individual (protégé), primarily using electronic communications, that is intended to develop and grow the skills, knowledge, confidence and cultural understanding of the protégé to help him or her succeed, whilst also assisting in the development of the mentor” (p108).

Benefits

Exercise: What are the benefits of Mentoring?

Consider the mentoring role, what do you consider as the benefits to:

1. The mentee

2. The mentor

3. To the organisation

Benefits of Mentoring

To the mentee

Improved motivation

Improved prospects

Improved level of skills/knowledge

Improved self-confidence, communication, and social interaction

Improved problem solving and coping skills

Developed goals and aspirations

Practical assistance

Personal support

Increased sense of direction

To the mentor

Satisfaction of job well done

Development of skills

Challenge – stimulation

Recognition of their skills

Continued professional development

Increased motivation

Increased personal effectiveness, self-esteem and resourcefulness

Improved interpersonal skills: negotiating, listening, communication skills

To the organisation

More effective student, worker (mentee)

Developing of staff (mentor)

More motivated student/worker

Speedier and easier transition period for mentee

The benefits of mentoring

Mentoring will have a clear and positive effect on the personal and professional development of the mentee. It is also intended to benefit the mentors and the organisations they work for.

Your involvement as a Mentor offers support by:

- Giving the mentee an insight into your work and career
- Assisting them with practical tips on planning and strategy
- Offering advice and guidance
- Developing understanding, skills and problem-solving support
- Encouraging reflection and recognise and celebrate effective practice
- Identifying areas for development and improve self confidence

Your involvement will benefit you and your organisation as the project allows you the opportunity to:

- Develop and practise coaching skills
- Demonstrate your commitment to equality and diversity
- Gain a real understanding of diversity issues facing mentees
- Share knowledge and experience and good practice
- Improve job satisfaction, motivation and enhance peer recognition
- Encourage self-reflection and develop specific skills

How do coaching and mentoring compare with other services?

Comparisons:

Traditional forms of training

- Wholesale transfer of new skills, e.g. change in procedures, new systems (e.g. software application training), new job function.
- Programmes are mostly generic and not tailored to individual needs. Delegates generally have to complete standard modules, so there is little room for tailoring the programme to account for existing knowledge, skills or preferences.
- Not always sufficiently similar to the 'live' working environment to ensure effective skills transfer.
- Best suited to transfer of knowledge and certain skills rather than the development of personal qualities or competencies

Coaching / Mentoring

- Actively un-taps potential.
- Fine-tunes and develops skills.
- Development activities are designed to suit client's personal needs and learning styles.
- Eliminates specific performance problems.
- Can focus on interpersonal skills, which cannot be readily or effectively transferred in a traditional training environment.
- Provides client with contacts and networks to assist with furthering their career or life aspirations.
- Performed in the 'live' environment
- Highly effective when used as a means of supporting training initiatives to ensure that key skills are transferred to the 'live' environment.
- Coaches and mentors transfer the skills to the client rather than doing the job for them

Counselling

- Explore personal issues and problems through discussion in order to increase understanding or develop greater self – awareness.
- The aim of counselling is to lead the client toward self – directed actions to achieve their goals.

Consultancy

- Focus is on developing organisational practices, processes and structure.
- Role generally more strategic and often used to instigate and design broad ranging change programmes
- Consultancy frequently involves expert advice about specific issues and organisational processes.
- Consultants are often brought in to provide specific 'solutions' to business problems and needs

- Consultant does the job for the organisation, rather than the employee/client becoming up-skilled to do the job themselves.

Should managers be coaches and mentors?

The table below outlines some benefits and risks of managers acting as coaches:

Benefits	Risks/issues
<p>Managers well placed to provide coaching as and when required</p> <p>Managers will understand organisational culture, strategic goals and priorities</p> <p>Coaching skills part of managers' skill set</p> <p>Managers will have understanding of team members skills and expertise</p>	<p>Power relationship between manager and coachee may inhibit development of trust and openness</p> <p>Manager may not understand organisational culture, strategic goals and priorities any better than coachee</p> <p>Manager may have poor coaching skills</p> <p>Previous experiences may affect manager's and coachees' perception of capability and could hinder impartiality</p>

Barriers and boundaries

Exercise:

Split into groups and list barriers under the following headings:

Mentor

Mentee

Environment

From your list identify how you will overcome these barriers and what support you will need.

Overcoming Barriers

MENTOR	MENTEE	ENVIRONMENT
<p>Poor communication skills</p> <p>Lack of interest</p> <p>Lack of enthusiasm</p> <p>Not prepared</p> <p>Lack of skills and qualities</p> <p>Poor timekeeping</p> <p>Poor record keeping</p> <p>Wrong person</p> <p>Too controlling</p> <p>Over friendly</p> <p>Have own agenda</p> <p>Too little time available</p> <p>Lack of knowledge about mentee</p>	<p>Lack of interest</p> <p>Not understanding the relationship</p> <p>Does not turn up</p> <p>Resistant</p> <p>Doesn't participate</p> <p>Poor communication skills</p> <p>Not motivated</p> <p>Over friendly</p> <p>Cross gender issues</p> <p>Cross cultural issues</p> <p>Clash of interests</p> <p>Nerves/fear</p> <p>Learning difficulties</p>	<p>Not private</p> <p>Interruptions</p> <p>Too:</p> <ul style="list-style-type: none"> • hot • cold • stuffy • formal • small • big • dark • bright • noisy <p>Not comfortable</p> <p>Not easily accessible</p> <p>Health & Safety problems</p> <p>Geographically too far apart</p>
HOW TO OVERCOME	HOW TO OVERCOME	HOW TO OVERCOME
<p>Mentor support network needed</p> <p>Training in skills</p> <p>Shadowing of experienced mentor</p>	<p>Explanation on purpose</p> <p>Benefits for them</p> <p>Mentor needs to develop rapport</p> <p>Need to see "early results"</p> <p>Clear indication of learning need</p> <p>Raise awareness</p>	<p>Change of venue</p> <p>Put up signs: <i>Interview in progress</i></p> <p>Alter heating arrangement</p> <p>Open windows</p> <p>Arrange lighting</p> <p>Close blinds</p> <p>Rearrange furniture if possible</p>

Exercise:

How far do you go?

Consider the following statements, what would you do as a mentor confronted with the following circumstances:

Your learner is constantly being distracted by other workers	Your learner is not showing any interest in completing their portfolio
Your learner is not cooperating with others in your team	Your learner has just started to turn in late for work
Your learner has repeatedly had the last three Fridays off sick	Your learner has got into a fight with a co-worker
Your learner is working below their potential	Your learner is all too quick to give up trying new skills
Your learner tells you they are being bullied at work	You suspect your learner is experimenting with drugs
Your learner tells you that he has got into trouble with the police at the weekend	Your learner tells you they have left home
Your mentee ask you for your home phone number	Your mentee sends you a friend request on facebook

Expectations

Exercise:

Consider, as an employer, what are your expectations of:

(i) The Learner	
(ii) The Training Provider	
(iii) Yourself as an Employer	

Roles and responsibilities of the mentor

The mentor will help their mentee to:

- Agree and set goals
- Identify development opportunities
- Aim to get the job done better
- Consider career aspirations and needs
- Create opportunities
- Encourage the mentee to self reflect

What the mentee expect from the mentor:

- Does not blame, stays neutral
- Be honest
- Easy to approach
- Be experienced at work
- Gives constructive and positive feedback
- Shows empathy

A Mentoring Agreement

Thinking about your mentoring role:

How often do you meet your learner?	
When is the best time to meet?	
Where is the best place to meet?	
How long should you spend with your learner?	
What are you going to discuss in your meeting?	

THE MENTORING AGREEMENT	
MENTOR	
Things I will do:	Things I will not do:
Things I can do:	Things I cannot do:
MENTEE	
Things I will do:	Things I will not do:
Things I can do:	Things I cannot do:
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">Signed by the mentee:</div> <div style="width: 45%;">signed by the mentor:</div> </div>	
Date:	Date:

In establishing the agreement, it is important to set out the expectations and intentions of the mentoring relationship so that it is:

1. Formal enough to be structured and
2. Informal enough that it is not a binding contract

It must provide the clarity to ensure that both parties agree to the extent of the relationship.

Memorandum of understanding

Statement of Intent

This agreement and its format will need to be agreed in each country.

PART 2 - Skills for Mentoring

Purpose of the unit

Aim

The aim is to introduce the skills for mentoring and how they can be applied.

The objectives

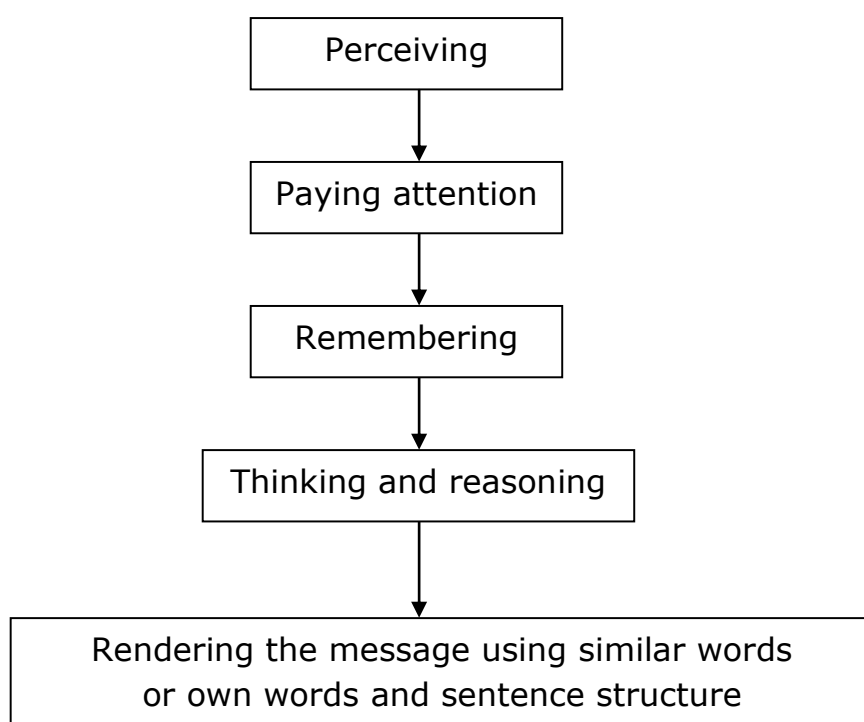
At the end of the module the participant will be able to:

- Identify the skills for mentoring
- Understand the importance of listening
- Recognise the importance of verbal and non verbal messages
- Identify different types of questions
- Define paraphrasing

Skills for mentoring

Mentors need good interpersonal skills and particularly listening skills. Listening is not only hearing, but understanding, retaining and rewording. Active listening requires the listener to feed back what he hears to the speaker by way of paraphrasing or rewording what he has heard in his own words to confirm what he has heard and moreover to confirm the understanding of both parties. The benefits of active listening include getting people to open up, avoiding misunderstandings, resolving conflicts and building trust. The ability to listen actively demonstrates sincerity.

The listener follows this process:



It is important for the listener to observe the speaker behaviour and body language. It lets him develop a more accurate understanding of the speaker's message.

During a discussion the mentor and the mentee are successively the listener and the speaker.

Perceiving

Listening is an interaction between speaker and listener. It adds action to a normally passive process. The listener hears, integrates the message and observes the speaker's behaviour in order to understand. The speaker looks for verbal and non verbal responses from the listener to determine if the message is being listened to.

Exercise

Paired listening

Participants get into pairs. One of them talks for two minutes about what they did the night before and their plans for the evening.

The other is instructed to either listen using the listening skills that can be outlined in a discussion prior to the exercise, or to act as if they are not listening, using body language that would suggest they are uninterested in the speaker.

The group then discuss the exercise.

Prompts are used such as:

'How did you know you were/were not being listened to?'

'How could you tell?' 'What skills did you use to show someone you were listening?'

'How did it feel if you weren't being listened to?'

This exercise gets participants thinking about what is important when listening and how to show someone you are listening to them.

Paying attention

Active listening involves choosing to concentrate attention and expend energy on communication. It demonstrates your interest in the speaker and encourages him to communicate with you. It can allow you to explore and examine contradictions between verbal and non-verbal messages.

Exercise:

Observe

Ask to all the participants to stand and imagine they are in a public place. They walk in the room. They cross each other but without speaking, without looking and without touching.

After two or three minutes, stop them, each participant freezes and turns to his closest neighbour, he must confront, without making any gesture (smiling, sighing, winking...).

This demonstrates that when two people are face to face, it is impossible not to communicate, even if only by nonverbal behaviors.

If you want, observe all the gesture of your partner and exchange them after.

Remembering

Memory is essential to the listening process because the information we retain when involved in the listening process is how we create meaning from words.

The listener is like a mirror for the speaker. He integrates a message, understands it and gives feed back.

Exercise:

Lego listening

Sit the participants in pairs, back to back.

Both participants have about six identical lego pieces.

One participant makes a shape out of them.

Then, without looking at what his friend is doing, he describes his shape in the hope that his partner will do a direct copy.

His partner must not look but must listen very intently.

He can do active listening and ask questions for clarification.

Then they swap roles.

A possible extension is for each to have a piece of paper and one draws a simple childish picture of a house, driveway, a few trees, a sun and clouds.

The other person has to produce a near identical picture.

There could be a prize for motivation.

Thinking and reasoning

The purpose of questions is to draw out information and to gain clarity. It is important that the mentee doesn't feel interrogated or that he is being judged. If he feels that he has to justify himself, he may block communication which could prevent him considering alternatives.

Exercise:

Question

In pairs, each takes turns in the role of mentor and mentee. Choose an area to explore from the questions below and test out some of the questions, phrasing them in your own words.

Probing – getting the person to talk more:

- Can you say a little more about...
- Would you expand on that idea...
- Perhaps you'd like to tell me...

Cushions – softening a confronting question:

- Do you mind if I ask...
- I'm wondering...
- Would you like to tell me...

What worked? And what didn't?

Paraphrasing

A paraphrase is a restatement of the meaning of a text or passage using other words. A paraphrase explains or clarifies the text that is being paraphrased. For example, “*the signal was red*” might be paraphrased as “*the train was not allowed to proceed*”. Paraphrase may attempt to preserve the essential meaning of the material being paraphrased and it is a more detailed restatement than a summary.

Paraphrasing might be simply “say it in your own words”.

During a discussion paraphrasing shows that both parties understand each other.

Exercise

Describe it

This is an activity which demonstrates the importance of feedback in communication.

Ask a volunteer to sit with back to the rest of the group and to describe a drawing that has a number of touching rectangles.

- 1 - The group members attempt to draw the arrangement of rectangles without giving any feedback or asking any questions.
- 2 - Repeat the exercise with another drawing.
- 3 - This time the class is allowed to ask questions and to give feedback. Discuss feelings, emotions, results and effects.

Using Questions

Questions

Question:

How do you get people (students, mentors, colleagues) to THINK?

Answer:

You know they are thinking when you ASK them: they will have to think of an answer.

Types of Questions:

There are basically two types of questions:

Open Questions:

- Walter, what have you done last week??
- Can you tell me what you have learned??

Open questions provide (exchange of) information and are very helpful to build up a discussion and exchange of views.

Closed Questions:

- John, have you completed your assignment?
- Can you fix this engine for me, Bill?

Closed questions do not help to build a discussion or exchange of views: it just transfers 1 bit of information.

Exercise:

You give 5 subjects; for instance: your last meal, your dream holiday, the car you drive...

You organise the trainees in 2 groups:

Assignment to group A: Come up with 5 or more **open** questions regarding these subjects....

Assignment to group B: Come up with 5 or more **closed** questions regarding these subjects....

You have 10 minutes to report back, list and compare..... What will be the effect on the group when asking these questions??

Types of Questions:

Three types of questions as teachers often see them:

Overhead Question:

- Who knows three web portals on selling local products?

This is an open and rather general question. It is often used to start a discussion in a group and set the subject. Focus the attention to the subject.

General Question with nomination:

- Who knows three portals..... Emmet, you look very involved, could you please...?
- Nominate a student and ask him/her: “Alice, can you tell me the portals you know”?

The question with nomination is used when we want to examine the knowledge or views of a particular person or when we want to include this person, who has been ‘hiding himself’ in the group dynamics.

Asking first Peter and then asking a different one to contrast:

- “What are the most popular dairy cows in Spain... .. but Catherine, what about Turkey?”

Shift from 1 person to the other, or shift from 1 subject to another as well...

Bloom’s Categories of Questions (1)

Knowledge: Who, what, where, when, why, how, describe...

Comprehension: Explain, retell...

Application: How is ... an example of...? How is ... related to...? Why is ... significant?

Try to avoid the use of questions starting with “Why....” as these will in general not be helpful to build up a constructive conversation: When the mentee does not know the answer, he will feel the need to make one up. Also, often people feel this type of question as a demand for excuses, self explanation or accusations to others..... and all will make them feel at least uneasy.

Bloom's Categories of Questions (2)

Analysis: What are the parts or features of...? Classify... according to ...

Synthesis: How would you design a new...? What would happen if you combined...?
What solutions would you suggest for...?

Evaluation: Do you agree that...? What do you think about...? What is the most important...? Place the following in order of priority...? What criteria would you use to assess...?

Reasons to ask a question:

Try to establish experience or knowledge from learners:

- Have you ever programmed in Java?
- Have you ever used biological means for pest control?
- Is there any difference between macro and portrait photography?

To make a teaching point:

- Should I create my course from scratch?
- Aren't there any ready- to- use resources?

To check understanding:

- Do you think you could write a course like this one on your own?

Reflection 1

What questions made you really think?

- Topical questions

Reflection 2

Keep the questions open (prefer overhead questions)

- Use yes/no questions at minimum, only for extracting specific knowledge
- Avoid leading questions
- Avoid long introductions to questions
- Avoid trick questions
- Avoid multiple questions. Use one question at a time (have you ever milked goats?
How often and when?)

Conclusions

- Questions bring people to think
- You gain their trust
- The use of questions improves communication
- You control the questions
- Questions motivate and make students participate

PART 3 - Core conditions for mentoring

Core conditions of mentoring

Aims and Objectives

The aim of this module is to recognize the qualities to be an effective mentor and develop competencies to achieve a successful mentoring relationship. The module also explores the necessary conditions required to assist the relationship between the mentor and mentee.

At the end of this module, the participants will be able to:

- Define the terms: empathy; acceptance; and sincerity.
- Use strategies for problem solving including the three stage model
- Recognize challenges to mentoring and develop strategies to overcome barriers.
- Give feedback in a constructive way
- Develop skills of empowerment and self evaluation.

Empathy

This quality is essential to the mentoring process. It involves listening to the mentee and trying to see their world from their perspective (“frame of reference”). It has been described as ‘being able to put yourself in someone else’s shoes’.

Empathy is not the same as sympathy. When the response of sympathy is triggered, we are often overwhelmed by the other person’s emotions. The analogy of quicksand is often used. If someone is trapped in quicksand we could feel sympathetic to them and walk into the quicksand to comfort them. We are then both trapped.

With empathy we try to understand the trapped person’s situation but remain rational and objective. So we throw them a rope so that they can pull themselves out.

Rogers describes empathy as: ‘the ability to experience another person’s world as if it were one’s own, without losing the “as if”’. In other words it is important that we maintain a “critical distance” from the mentee. We are not them, but we are trying to understand their “frame of reference”.’

Often mentors feel they are able to be empathic because they have been through a similar experience to the mentee. However, it is important to remember that although an experience may be similar, the feelings about the experience can be quite different. Confusing our own experience with that of another is known as identification.

Identification is often expressed with responses such as: ‘I know exactly how you feel; I went through the same thing myself.’ This is not empathy, as we are not trying to understand the other person’s world: we are making assumptions.

Empathic Statements

Exercise:

Read each statement (in quotes) as though a young person is saying this to you. Tick the response that most communicates your attempt to view the young person's world from their unique perspective.

1. ***"I've got something I want to say but I don't know how to say it. I can't really, you know, talk about it easily."***

- ☐ Would it help if we went for a walk?
- ☐ You want to talk but it feels difficult to get started.
- ☐ Well if I don't know what it is, I can't help you, can I?
- ☐ Is it to do with what happened earlier?

2. ***"I've only been here a few weeks and everyone thinks I should know it all. How it all works and where to go and everything. When I say I can't remember, they all pull faces and make me feel stupid."***

- ☐ That's not very nice of them, is it?
- ☐ Don't worry. Everyone feels like that at first.
- ☐ Have you tried jotting down where things go?
- ☐ It sounds as if this is really starting to get you down.

3. ***"I was thinking about what happened when my gran died. It was two years ago now but some days I just start crying if I think about her. I don't know why. I wasn't even that close to her really."***

- ☐ You can't work out why you still feel so upset about your gran dying. Is that it?
- ☐ I remember when my gran died. It hit me a lot harder than I thought it would.
- ☐ Who else in your family is still upset?
- ☐ It's horrible, isn't it, when you just start crying out of the blue.



4. ***“Nobody takes me seriously. I mean I know I joke around and that, but if I try and say something – like giving my opinion – they all laugh at me, like I’m a little kid or something.”***

- ☐ Have you tried telling them how you feel?
- ☐ Like a little kid...
- ☐ Can you give me an example?
- ☐ That’s always the trouble with being the youngest in the family.

5. ***“What was she meant to be doing there? Couldn’t she see I wanted to get past? She didn’t have to stand right there in front of me, did she? Then I ended up in trouble and she got away with it. It was her who started it.”***

- ☐ Let’s be honest, most of the time it is your fault, isn’t it.
- ☐ You’re angry about getting into trouble for something that didn’t seem like your fault.
- ☐ Calm down. I’m not going to listen if you’re shouting.
- ☐ Who are you in trouble with? Do you want me to talk to them?

6. ***“I came in to work this morning and they all just walked away. Then they started muttering and I heard my name. Even Julie was with them and she’s meant to be my best friend.”***

- ☐ They’re not starting all that again are they? You poor thing.
- ☐ Bullies always try to get other people on their side.
- ☐ So it feels as though all your friends have turned against you today. Is that it?
- ☐ Did you do anything that might have made them act like that?

7. ***“Just because I’m new here everyone seems to think they can order me about and make me do anything they tell me to.”***

- ☐ Have you told them how you feel?
- ☐ Everyone has to go through this kind of thing at first.
- ☐ What kind of things do they tell you to do?
- ☐ Does this happen to all the new trainees or just you?

Acceptance

This is also known as ‘respect’. It means accepting another person as different from us and not judging or criticising them.

We often convey to others that we will accept them if they agree with us, or try to be more like us.

Acceptance is about treating the other person with respect and not confusing the person with their behaviour. For example, there is an important difference between identifying behaviour as ‘stupid’ and calling a person ‘stupid’.

Many mentees will have experienced labeling so that they are used to being called ‘stupid’ or ‘lazy’ or ‘childish’ etc. In trying to build an accepting relationship, our starting point should be to treat them with respect.

If we do this we place ourselves in a position whereby trust can be established which enables us to challenge any negative behaviour which a mentee might be demonstrating.

Exercise:

Consider the following interaction:

Mentee: I’ve decided to give up the placement here.

Mentor: But you can’t do that. You’ve only got a little time to go and then you’ll complete it successfully.

Mentee: There’s no point. I don’t like it here anyway.

Mentor: Don’t be so negative. You’re just being lazy

Mentee: I’m fed up with everyone calling me lazy. (Walks out of the room.)

Discuss your ideas in pairs.

If you were the mentee would you consider yourself to have been ‘accepted’? What was wrong with the mentor’s responses?

Then write down how you could respond to the mentee’s statements to demonstrate acceptance (just the first two statements).

Discuss your ideas in pairs.

Sincerity

This is known as ‘congruence’ or ‘genuineness’.

It is when the information we give out communicates a valid and reliable picture of what we are really like inside.

It is about being honest and open with others, not hiding behind a mask.

If we are sincere it means:

- ☐ Not hiding behind a professional role
- ☐ Being spontaneous but not inconsistent or unreliable
- ☐ Remaining open and non-defensive even when challenged
- ☐ Being consistent –between thoughts and words, values and behaviour
- ☐ Willing to share our thoughts and experience with others

The Johari Window

	KNOWN BY ME ABOUT ME	NOT KNOWN BY ME ABOUT ME
KNOWN BY OTHERS ABOUT ME	OPEN (ARENA)	BLIND SPOT
NOT KNOWN BY OTHERS ABOUT ME	HIDDEN	UNKNOWN

The open area is the most important in developing sincerity in working with others. The aim is to expand the open area by:

- a) Reducing the blind spot through:
 - ☐ Asking questions about how others see me
 - ☐ Reflecting on information which others give me
 - ☐ Behaving in ways that encourage feedback from others

- b) Reducing the hidden area through:
 - ☐ Giving information about myself (disclosure)
 - ☐ Creating relationships where others ask for information about me
 - ☐ Being open as a person

The more we are able to expand the open area, the more we are likely to encourage others to be open with us.

So, in the mentoring relationship, if the mentor is sincere the mentee is more likely to be open with the mentor.

As the open area of the Johari Window expands, the more likely the person is to break into the unknown area, i.e. trying new things without fearing failure.

1. Three stage problem solving model

(From Gerard Egan: The Skilled helper)

- 1) Exploring the problem or concern (Listening)
- 2) Helping the mentee to develop a new understanding of the problem (Goal setting)
- 3) Helping the mentee to act to resolve the problem (Solving)

Each stage links with the specific skills already examined in earlier sessions.

A three-stage model

Stages	Skills
Stage 1 – Exploration	
The mentor, by developing a warm relationship, enables the mentee to explore the problem from his or her ‘frame of reference’ and focus on specific concerns.	Giving attention Listening Paraphrasing, reflecting Focusing and summarising
Stage 2 – New understanding	All the skills of Stage 1 plus:
The mentee is helped to see themselves and their situation in new perspectives and focus on what they might do to cope more effectively. They are helped to see what is going right or wrong in their situation, what strengths and resources they might use, what ‘blind spots’ may hinder them from managing their problems.	Asking questions
	Helping the mentee to recognise themes and inconsistencies
	Giving information
	Self disclosure
	Challenging the mentee
	Goal-setting

Stage 3 – Taking action	All the skills of Stage 1 and 2 plus:
Having clarified a goal or goals, the mentee is helped to consider possible ways of acting, to look at costs and consequences, to plan action, to implement it and to evaluate progress.	Creative-thinking Problem-solving Planning action Evaluation

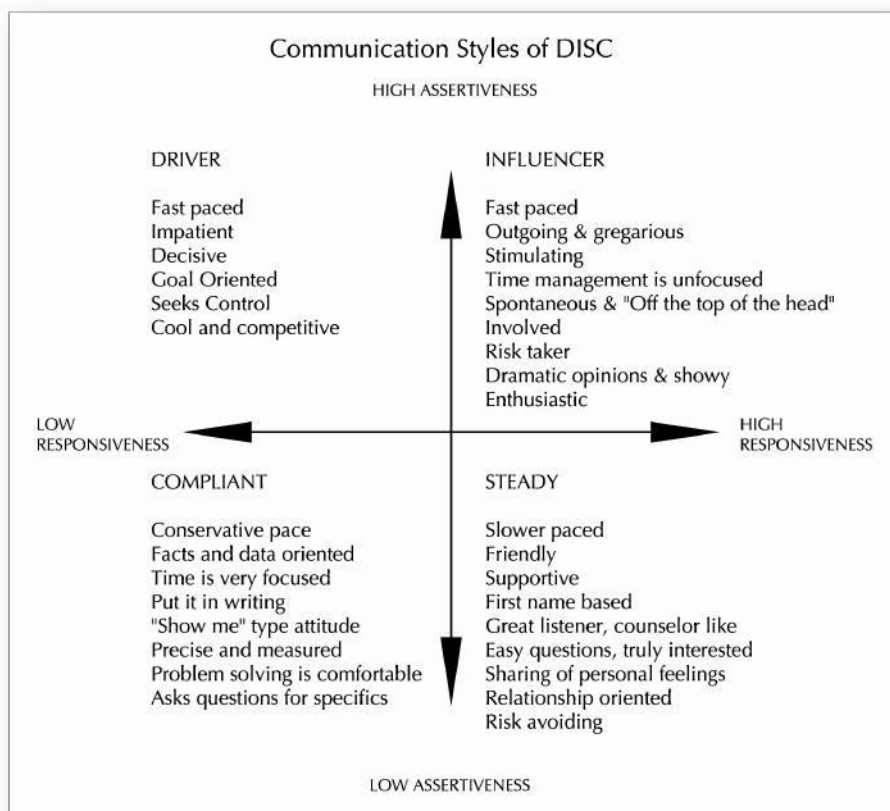
The model is not a ‘straightjacket’, a rigid scheme to stick to at all costs. It is designed as a basic framework to work with people but to use flexibly. Mentees are not always going to move smoothly from one stage to another. Often it is necessary to re-trace steps, e.g. if the action doesn’t work out (Stage 3) it might be necessary to go back to Stage 2 or Stage 1.

It does provide a useful model for working with people, though, so that a mentee doesn’t remain stuck at Stage 1 (going round in circles always looking at the problems but never thinking about what to do about them).

In reality people who are unhappy with their situation (Stage 1) often jump straight to Stage 3 (taking action) without establishing goals (Stage 2). Sometimes doing almost anything is seen by the person as better than remaining at Stage 1. Then impulsively acting often simply creates further problems. The intention of the model is to help mentors work with mentees to really work through problems, establish goals and then take action. In this case the action is more likely to help to resolve the problem.

2. Overcoming barriers/challenging

Communication is vital between the mentor and mentee and barriers can develop if both parties have differing attitudes to the style and pace of each other's communication preferences. Below is the DISC model of communication and identifies individual's differences in assertiveness and responsiveness.



Barriers to effective mentoring and coaching:

http://www.cimaglobal.com/Documents/ImportedDocuments/cid_tg_mentoring_coaching_Augo8.pdf.pdf

Most barriers to effective mentoring and coaching stem from:

1. Issues of organisational culture where the prevailing culture is not sympathetic to mentoring and coaching, or does not fully understand it.
2. Personality issues between those involved in mentoring and coaching programmes.

Barriers include:

- poor matching of mentors or coaches to their protégés
- lack of managerial support at higher levels
- resentment from those not chosen to participate in mentoring and coaching programs, perhaps due to a perception of favoritism
- the creation of unrealistic expectations as to what mentoring and coaching can achieve
- the blurring of role boundaries, for example, between the role of manager and mentor.

References:

Megginson, D. and Clutterbuck, D. (2005). Techniques for coaching and mentoring. Amsterdam; London: Elsevier Butterworth Heinemann

Mathews, S. (1997). Mentoring and coaching: the essential leadership skills. London: FT Pitman. (Financial Times Management Briefings)

3. Reviewing - Giving Feedback

Criticism is something we can avoid easily by saying nothing, doing nothing, and being nothing” - Aristotle

Giving critical feedback to someone in order to change behavior is a delicate process. It is very important to assure that you approach the task with sensitivity to the person's feelings to avoid the common problem of a very defensive reaction.

If it's done properly, however, the recipient will take the feedback positively and good results will follow, naturally! One very effective way to do this is to "sandwich" the coaching inside other, positive statements. The following steps outline an effective way of doing just that whether in business, with friends or parent to child. A similar technique, known as the "Compliment Sandwich" has related steps. The Feedback Sandwich is most often used for coaching and support whereas the Compliment Sandwich is more oriented to softening or disguising required criticism.

A student example: “the feedback sandwich” : <http://www.wikihow.com/Give-a-Feedback-Sandwich>

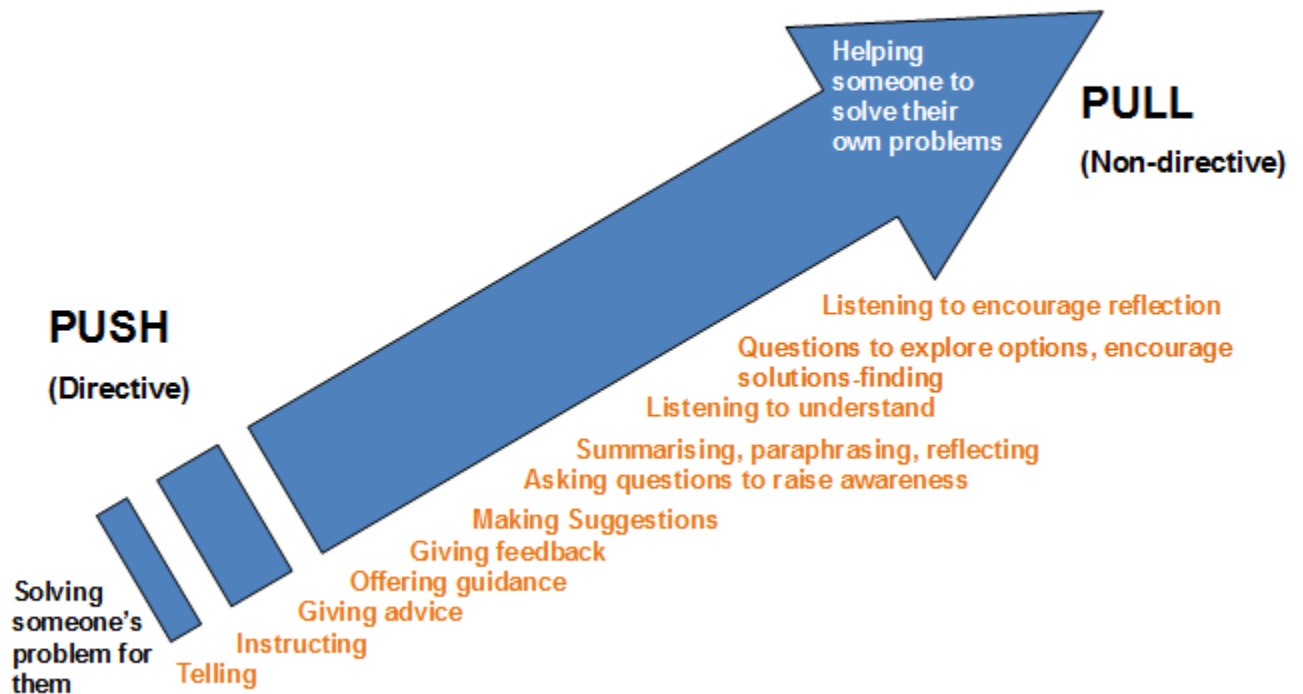
"You really did an excellent job with that 'Treating People Fairly' essay - everybody has been very impressed! In the future, it would be better to avoid naming people that haven't accepted all the methods you outline. It's great that you put so much thought into this and a lot of people are going to benefit from it!"

Helpful Tips on giving feedback

- **Listen** to what learners have to say. Good feedback is a two-way process that helps you understand more about the learner's perspective than may be apparent from their work.
- Avoid deluging the learner with shortcomings — start with the most significant, or the one which will have the most beneficial knock-on effect on other aspects of their performance.
- Explain **why** the shortcoming or problem needs addressing.
- Include guidance on how to improve or develop further — if you're teaching an activity-based subject or discipline show **how** to improve. Encourage the learner to **do** the movement or technique correctly **with you**.
- Adapt the way you give feedback to individual learners according to their experience.
- Help the learner see/measure/experience the distance they have traveled to this point.
- Visualise what impact your feedback is having. Look at things from the learner's point of view. Are you explaining things clearly, in a way that the learner can handle?
- Give praise where it's due.
- Give encouragement - everyone needs it!

2. Self evaluation

Push - Pull



Tools for self evaluation

It is important as the mentor and the mentee to be able to self evaluate your skills and identify your strengths and weaknesses. A SWOT analysis is a useful tool to assist the self evaluation process and help spot potential developmental needs from your own analysis. However you need to be honest, balanced and objective to achieve an effective evaluation in order for you to develop further skills to improve yourself.

Complete the following SWOT template based on your experiences as a mentor or mentee and evaluate how effective the experience was.

SWOT Analysis Worksheet - For instructions on using SWOT Analysis, visit <http://www.mindtools.com/rs/SWOT>.

<p>Strengths: What do you do well?</p> <p>What unique resources can you draw on?</p> <p>What do others see as your strengths?</p>	<p>Weaknesses: What could you improve?</p> <p>What are others likely to see as weaknesses?</p>
<p>Opportunities: What good opportunities are open to you?</p> <p>How can you turn your strengths into opportunities</p>	<p>Threats: What trends could harm you?</p> <p>What threats do your weaknesses expose you to?</p>

Exercise 17: Self-Awareness

Complete the following sentences:

- ☐ One thing I like about myself is
- ☐ One thing I do very well is
- ☐ One thing I do badly is
- ☐ I don't cope very well with
- ☐ An example of my caring about others is
- ☐ I tend to put myself down when
- ☐ If I could change one thing about myself it would be
- ☐ What others dislike about me is
- ☐ If I had to say one good thing about myself I would say that

PART 4 - Making Change Happen

Purpose of the unit

Aim:

- Making change happen by using and evaluating SMART goals

Objectives:

In the end of the module the participant will be able to:

- Understand the meaning of goals and targets (e.g. short term and long term goals) and why goals, targets and objectives are necessary when it comes to on the job learning
- Learn how to set SMART goals
- Be aware of common problems and difficulties when setting goals and objectives
- Learn how to evaluate goals and objectives
- Learn how to implement set goals
- Learn how to use the exercises for goal setting

Setting goals and targets

Why should there be set goals, targets and objectives?

Setting goals and targets can sound easy in theory, but it is often difficult to set targets that actually result in improved performance. If the process of setting goals and targets is as complicated as mentioned in the first sentence, why should we bother with taking the time to set goals and targets for the mentoring process when most learners already have a general target, e.g. a vocational qualification that they are working towards anyways. Well one argument for setting goals and targets is that they motivate and support the learning process of the mentee and helps the mentor follow the learning progress and development of the mentee.

Setting and monitoring goals, targets and objectives is an integral part in mentoring. When setting goals you should always make sure that both you, the mentor, and the mentee set both *short-term* and *long-term goals* that you go through and analyze regularly to make sure that the set goals will be met and in order to perhaps make some changes to the set goals. *Short-term goals* are goals that can be achieved in the near future, e.g in a day or in a week. *Long-term goals* are goals that will be achieved in a longer period of time. The long-term goals are the most meaningful goals but in order to stay focused and goal-oriented it is equally as important to set short term goals.

The set goals and targets should be SMART:

- **Specific** – Objectives should specify what they want to achieve.
- **Measurable** – You should be able to measure whether you are meeting the objectives or not.
- **Achievable** - Are the objectives you set achievable and attainable?
- **Realistic** – Can you realistically achieve the objectives with the resources you have?
- **Time** – When do you want to achieve the set objectives?

A template of Target Setting

The sample below can be used when setting and evaluating SMART goals.

What needs to be done	How will it be done	When	Who

How well did you get on?

Exercise: Setting short- and long-term goals

In groups of 3 – 4;

Write down 4 SMART long-term goals for become a better mentor. Then add 4 SMART short-term goals to each of the long-term goals.

Discuss in pairs or in a small group how the short-term goals that you have set will help you reach the long-term goals.

(SMART = specific, measurable, achievable, realistic and time-bound)

The set goals and targets should identify a number of actions at a certain level that are appropriate both to the learning task and the mentee. To be able to set such goals and targets the mentor needs to get to know the mentee's learning abilities and learning styles and the mentee needs to be familiarized with the working environment.

The set targets should be challenging and achievable at the same time. Targets should be negotiated, discussed and agreed on during the first and/or second meeting.

.....

Exercise

Identifying the appropriate level for goals

In groups of 3-4:

Discuss in groups the following questions:

1. How can you as a mentor gather information about the level of skills that the mentee has prior to the training period?
2. What kind of information as a mentor do you need in order to identify the existing skills in order to set the appropriate goals.

3. How can you make sure that the targets you set are both challenging and achievable?

Managing the relationship between challenge and achievability demands skills and professional expertise on the part of the mentor. Setting goals, targets and objectives is an on-going process and should therefore be kept under review during the entire mentoring process and they should be reviewed and revised regularly. In order for the mentor and the mentee to be able to monitor and review the goals, targets and objectives the goals, targets and objectives need to be measurable.

Problems with setting goals, targets and objectives

As mentioned above it is not easy to set targets that live up to the SMART demand.

Below you can read which are the most common problems and difficulties when setting SMART goals.

1. The set goals and targets don't improve the mentee's skills and they don't reach the official objectives
2. Poor tutoring and an absence of meaningful targets
3. Lack of action planning
4. The set goals and targets aren't reachable
5. A theoretically weak student can lead that the mentor has too low expectations on the mentee
6. Lack of constructive feedback

Exercise:

Who gains the most when it comes to setting goals and targets

Discuss and analyze in groups of 3-4 the following two questions:

1. Who will gain the most from using targets
2. Which types of learner will benefit most from targets?

Action plans and target setting

Action planning is a process which will help the mentee and the mentor to focus and decide on what steps need to be taken in order to achieve set goals. The action plan is a statement of what the mentee wants to achieve over a given period of time. Action planning involves identifying the objectives of the training and setting goals, targets and objectives that are both achievable and measurable. Action planning also involves prioritising the tasks and identifying the steps that need to be taken in order to achieve the set goals and targets.

Having a written action plan helps the mentee to work effectively under pressure and work according to a set deadline.

There are many different models for action planning but one thing that all action plans share is that they are built to follow a cyclical process. The stages of an action plan are:

1. Where am I now?

During this step you review your achievements and progress. Self-evaluation is an important part of this step

2. Where do I want to be?

During this step you sit down and write down your goals, targets and objectives. It is important that you write down both the short-term and long-term goals and that the set goals follow the SMART model

3. How do I get there?

Here you will define the strategy that you will use to achieve the set goals. During this step you should also break down the set goals into smaller discrete steps that you will need to take in order to achieve the set short- and long-term goals

4. Taking action

This is where you start to implement your action plan

5. Where am I now?

The final stage is to sit down and make a self-evaluation and then sit down together with your mentor (and your assessor) to make an evaluation of your progress. The evaluation should be both oral and written. After the evaluation the cycle begins again with a redefinition of the goals, targets and objectives.

A template of an Action Plan

The template below is just one suggestion for an action plan.

ACTION PLAN						
Mentee: _____						
Mentor: _____						
Goal	Time needed for achieving the goal	How will the goal be accomplished	Who will help in reaching this goal	What evidence will indicate completion?	Self - evaluation	Feedback from the mentor

Implementing set targets

The emphasis should always be on the minimum targets that learners should be able to achieve and that will inspire the mentee to exceed. Set targets need to be evaluated, reviewed and analyzed in the light of the actual progress of the mentee and the existing situations.

Both the mentee and the mentor needs to set goals, targets and make an action plan on how to reach these goals and targets as early as possible, preferably before the training begins. When evaluating the set targets it is important that the mentor keeps in mind that the focus of the targets should not be the comparison between the performance of the mentee and previous mentees or colleagues. The focus should be on the progress of the mentee and what steps are needed in order for the mentee to achieve the set goals, targets and objectives. When it comes to setting, analyzing and evaluating the goals and the targets the mentor must be sensitive when communicating with the mentee. It is important to make sure that both the mentor and the mentee have understood the set goals the same way and that they are both in agreement in how and by when the set goals, targets and objectives should have been meet. Remember that realistic and a little bit challenging goals and targets are a lot more rewarding to the mentee than so called encouragement targets.

Setting and agreeing on goals and targets.

In groups of 3, one person is the observer, one is the mentee and one is the mentor

Choose a vocational field, e.g. business and administration, agriculture, electricity, nursing

Scene 1:

It is the first day of the training period and the mentor and the mentee sit down to have a talk about the aims and targets of the training period. Both the mentor and the mentee have received the official aims and targets of the training period. In addition to these aims and targets the mentee and the mentor are supposed to make both short term and long term goals for the training. Remember that the goals should follow the SMART method.

Scene 2:

It is the first day of the training period and the mentor and the mentee sit down to have a talk about the aims and targets of the training period. The mentee has no prior knowledge of the workplace and the mentor is not sure about the aims and goals of the training period. The mentor and the mentee are supposed to make both short term and long term goals for the training. Remember that the goals should follow the SMART method.

After that the goals have been set in scene 1 and 2 the observer joins the conversation and gives his/her opinion about the situation and asks the mentor and the mentee how they felt in the 2 scenes and how do they think that mentee would do in the training if it is a) a highly skilled student and b) a weak student.

Goals/Targets and mentoring

All goals and targets are provisional and tentative and need to be kept under review during the mentoring process. Although target setting is based on data, the relationship between the mentor and the mentee has an important role in reaching the set targets and goals. The mentor shall, together with the mentee, identify the specific actions that need to be taken in order to reach the set goals and targets and write down these actions in an action plan.

Goals and targets have an important function when it comes to encouraging a reflective approach to the work/training. The mentor has a role to follow up on the development and progress of the mentee and provide the mentee with constructive feedback on the development and how well the mentee has reached the set aims and how to improve and further develop his/her actions in order to reach the set goals and targets. At the same time the mentee should be given support in order to self-evaluate his/her actions and analyze how well he/she has managed to reach the set goals and what he/she could do differently in the future in order to improve his/her professional skills.

Support for mentors

Mentors need support and assistance when it comes to setting and analyzing targets. The mentor needs information about the mentee and what skills he/she has prior to the training in order to be able to set goals and targets that the mentee can take ownership on. Therefore it is important that the mentor sits down and gets to know the background and hopes of the mentee before deciding on the goals and targets.

In situations where the teaching and the mentoring is done by different people it is important that there is effective communication between the two parties in order for the mentor to be able to set effective targets on the training that build on what the mentor has learnt prior to the training. An appointed teacher from the sending organization should also visit the workplace within the first week. The aim of this visit is to sit down with both the mentor and the mentee to discuss the goals, aims and objectives of the training. This will give the mentor and the mentee the opportunity to talk with a representative of the sending organization about the aims and make sure that all have a similar understanding on the set goals and targets. The appointed teacher should also visit/be in touch with the mentor and the mentee regularly in order to make sure that the goals, targets and objectives have all been met by the end of the training period and to provide the mentor and the mentee with assistance in the setting and follow-up on goals, targets and objectives.

The mentor's colleagues (if there are any) can be used when it comes to evaluating the mentee. Many times the mentor might not be able to work side by side with the mentee and then it is important that the mentor gets feedback from his/her co-workers when it comes to the progress of the mentee and an evaluation on how well the set aims have been met.

Setting up effective targets and goals takes time and it is important that the mentor has allocated time in his/her work schedule to sit down with his/her mentee. These talks should take place somewhere where they can talk undisturbed.

The seven qualities of effective goal setting

1. Important to the mentee

Goals must be seen as relevant to the problem, going at least some way towards managing or solving the problem. The mentee needs to feel 'ownership' of the goal, as far as possible. If the mentee is not committed to the goal, it will not be worked at all

2. Small

The goals must be small enough to be achieved. If the goal is too large or takes too long to achieve, the mentee will become frustrated and disillusioned. Goals should generate a feeling of success, so that progress is experienced and therefore motivation is increased.

3. Concrete, specific and clear

Goal statements should be expressed in precise terms. Vague goals make it difficult to determine progress. Precise goals allow the mentee to act immediately. Descriptions should be expressed in behavioural terms that are easier to measure, e.g. "I want to get better in school" is difficult to verify. "I want to go to every lesson this week" is much easier to measure, in terms of success.

4. Presence rather than absence of something

Goals should be stated in positive language about what the mentee will do, not what they will not do. Promoting positive behaviour is more effective than expressing goals in relation to negative statement. Positive descriptions of goals make it easier to determine when a goal has been met.

5. A beginning rather than an end

A goal is more likely to be accomplished if we concentrate on its start, rather than its eventual outcome. Goals should describe the first steps that need to be taken to change things. Mentees often describe goals in completed terms. This is often too large for them to attain.

6. Realistic and achievable

The mentees need to have control over their goals. They can only change themselves not other people. The mentee will not feel successful if someone else is responsible for attaining the goal. The goal also needs to be set within a reasonable and specific time frame.

7. Perceived as involving work

If a goal is too easy to attain, the mentee will not feel any sense of achievement. If a goal is not reached, then more work can be the answer, rather than developing a sense of failure. If the mentee has worked towards the goal, their self-esteem will be raised. (Implementor)

Evaluation

What is evaluation?

Evaluation is defined by the Oxford dictionary as; *“the making of a judgement about the amount, number, or value of something”*.

Evaluation should be an on-going process and the primary goal of evaluation is to ensure that the stated targets and goals have been met. Evaluation should not be confused with assessment which is only one part of a quality evaluation together with e.g. interviews and observations.

Evaluation should be seen as a method of strengthening the development of the positive self-awareness and as a method of supporting the professional growth. Thus evaluation focuses on:

- Supporting the learning process
- Developing the ability for self-evaluation
- Strengthening the self-awareness and motivating learning
- Giving information regarding the level of the existing skills
- Feedback

Evaluation of set targets and goals

As mentioned above it is important to continuously evaluate the set goals and targets in order to be able to follow the development and the progress of the mentee. Below you can find 5 simple steps that the mentor should do in order to provide the mentee with a qualitative evaluation that provides the mentee with information so that he/she can improve his/her actions:

1. Observe the mentee's behaviour and compare them with the set goals and targets.
2. Have informal talks about the training activities with the mentee.
3. Give short tests to the mentee to make sure that the mentee will be able to reach the goals and targets.
4. Hold discussions with the mentees in order to gain feedback on how well the mentee thinks he/she has met the goals and targets.
5. Answer the following questions:

- a. Did you identify training needs correctly?
- b. Have you noticed other areas which need attention?
- c. Are there indications that the training goals and targets will be met?
- d. Do the goals and targets need to be revised?
- e. Have additional training topics come up which need to be thought/ trained?
- f. Are the training methods appropriate or do you need to adjust them in order to reach the set goals and targets

Four levels of Evaluation

Donald L Kirkpatrick wrote in his book “Evaluating training Programs Four Levels” that evaluation can be done at 4 different levels. These 4 levels are:

Level 1: evaluation of reactions immediately after the training. Methods for evaluation are e.g. questionnaires and discussions

Level 2: evaluation of learning: knowledge and skills. Methods for evaluation are observations, questionnaires, interviews and tests

Level 3: evaluation of change of behaviour. Methods for evaluation are observation, questionnaire, interviews with participants, colleagues and managers some months later

Level 4: evaluation of results of the training: “what was the impact of the training? Has it improved the ‘bottom line’

Why is evaluation necessary?

Evaluation offers critical data both to the mentor, mentee and the employer/teacher. When evaluating, it is important to tie the evaluation and the assessment to the learning, training goals and to the outcomes of the training. In order to talk about qualitative evaluation it is important to use formative evaluation as a method of informing instructional practices and providing the mentees with advice for the future. Summative evaluation is necessary in order to gather information on the mentees learning in order to be able to assign a grade.

Evaluation should however, first and foremost be considered as a tool for improving the learning process. Self-evaluation plays an important role in the evaluation process as it will support the lifelong learning and it gives the mentee the opportunity to recognize his/her own strengths and weaknesses.

Exercise: Evaluation

Groups of 3

Role: Mentor, mentee and observer

A trainee has been working together with her mentor for 1 week and the mentor and the mentee sits down to have a verbal evaluation about the week.

The trainee has been very timid and has not shown much interest in taking part in the daily activities. The mentor is trying to find out why the trainee is not showing more interest in the work. The mentor is also going through the set aims of the training and talks through the aims with the mentee

The observer follows the evaluation/feedback discussion. After the evaluation discussion the observer asks for the mentors and mentees questions about the discussion and gives his/her view on the discussion.

Suggested questions that the observer can ask the mentor:

1. How did you make sure that the mentee understood what you were saying?
2. What did you do/say to support the mentee?
3. What do you think the mentee was feeling and what did the mentee want?
4. Did you feel comfortable in the situation?
5. What would you do differently next time?

Suggested questions that the observer can ask the mentee:

1. What kind of support would you need of the mentor?

2. How did you feel during the evaluation process?
3. How useful was the mentoring process for you
4. What would you do differently?
5. What went well in the evaluation discussion?

Excercise: Self-evaluation

In groups of 3-4.

Evaluate yourself from a grade between 1-5 with 1 being the weakest and 5 being the best. After doing the self-evaluation share and discuss this evaluation with the other members of the group

1. How competent are you in your vocational skills?

1 2 3 4 5

2. I can give constructive feedback

1 2 3 4 5

3. I can put words to my activities

1 2 3 4 5

4. I am good at listening actively

1 2 3 4 5

5. I take into consideration different learning styles

1 2 3 4 5

6. I can help mentees in their self-evaluation

1 2 3 4 5

7. I trust my mentee to try new things

1 2 3 4 5

8. I can support my mentor in setting aims

1 2 3 4 5

9. I can ask for help when needed

1 2 3 4 5

10. I can help the mentee to see others' point of view

1 2 3 4 5